



SC Annual School  
Report Card  
Summary

Woodland Elementary School  
GREENVILLE COUNTY  
Grades: PK-5 Enrollment: 1,112  
Principal: Wanda G. Mote  
Superintendent: Mr. Burke Royster  
Board Chair: Mr. Chuck Saylor

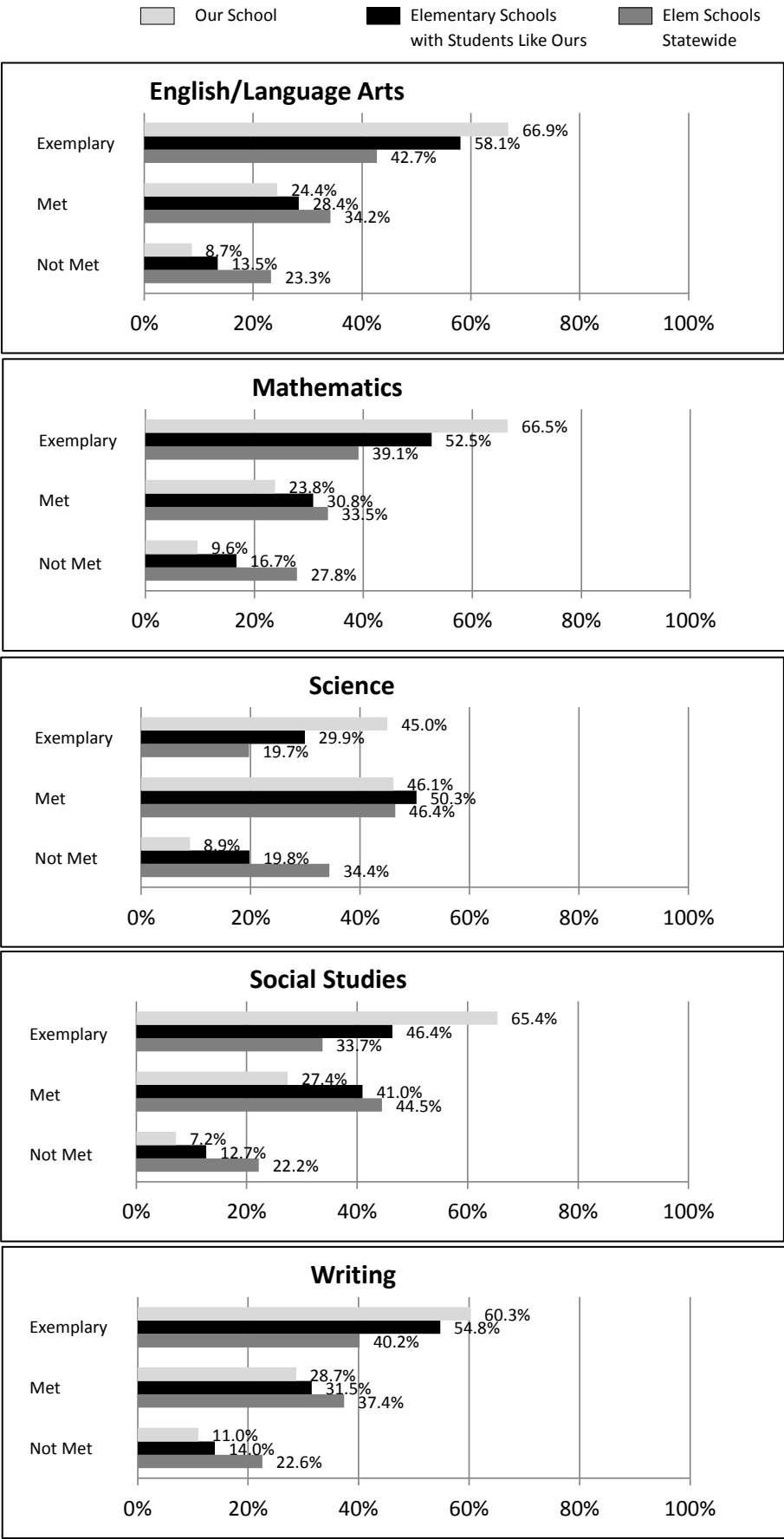
PERFORMANCE		Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on <a href="http://www.ed.sc.gov">www.ed.sc.gov</a> and <a href="http://www.eoc.sc.gov">www.eoc.sc.gov</a> as well as school and school district websites. Printed versions are available from school districts upon request.				
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Excellent	Good	TBD	TBD	A	N/A
2013	Excellent	Good	GOLD	N/A	A	N/A
2012	Excellent	Excellent	GOLD	GOLD	A	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
37	4	0	1	0

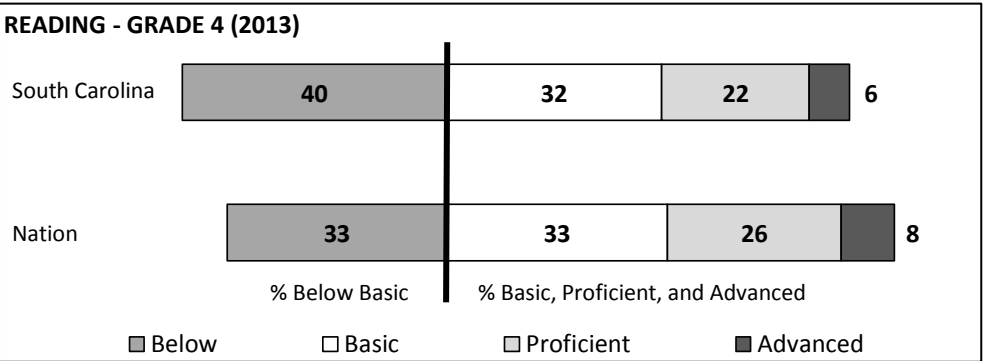
\* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE



NAEP\*

\*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A-Not Applicable    N/AV-Not Available    N/C-Not Collected    N/R-Not Reported    I/S-Insufficient Sample    TBD-To Be Determined

Woodland Elementary School  
GREENVILLE COUNTY  
SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 1,112)				
Retention rate	1.9%	Up from 0.8%	1.0%	1.0%
Attendance rate	97.3%	Up from 96.8%	97.1%	96.5%
Served by gifted and talented program	15.3%	Up from 14.6%	11.9%	7.3%
With disabilities	11.1%	Up from 10.9%	10.8%	12.5%
Older than usual for grade	1.4%	Down from 1.7%	1.2%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n = 61)				
Teachers with advanced degrees	59.0%	Up from 56.5%	64.0%	62.3%
Continuing contract teachers	91.8%	Up from 90.3%	86.8%	81.2%
Teachers returning from previous year	92.1%	Up from 91.6%	90.5%	88.4%
Teacher attendance rate	94.9%	Up from 93.8%	95.4%	95.3%
Average teacher salary*	\$49,704	Up 1.1%	\$49,103	\$47,902
Classes not taught by highly qualified teachers	0.0%	Down from 3.3%	0.0%	0.0%
Professional development days/teacher	8.0 days	Up from 6.6 days	10.2 days	10.9 days
School				
Principal's years at school	17.0	Up from 16.0	4.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Down from 23.7 to 1	20.7 to 1	19.9 to 1
Prime instructional time	90.5%	Up from 89.7%	91.0%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	99.8%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$5,949	Up 9.9%	\$7,269	\$7,680
Percent of expenditures for instruction**	69.9%	Down from 70.0%	68.5%	66.8%
Percent of expenditures for teacher salaries**	69.5%	Up from 69.0%	67.5%	66.0%
ESEA composite index score	98.4	Up from 94.2	95.3	85.7

\* Length of contract = 185+ days.  
\*\*Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	57	177	103
Percent satisfied with learning environment	98.2%	93.3%	97.1%
Percent satisfied with social and physical environment	100.0%	92.6%	96.1%
Percent satisfied with school-home relations	100.0%	89.4%	83.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 20113.14 school year, Woodland Elementary School served 1148 students in grades pre-K through grade 5 from a variety of cultural backgrounds. Teachers worked diligently this year to provide learning experiences that engaged students in creative, rigorous, standards-based activities designed to help each child achieve to their highest potential. Several new initiatives were implemented this year to better address the learning needs of our students including the Fountas and Pinnell Balanced Literacy Approach, the adoption of a new math program, and implementation of district math benchmarks aligned with Common Core State Standards. In order to better meet the unique learning needs of our students, teachers and administrators regularly participated in staff development opportunities designed to support our school goals and more effectively support and enhance our instructional program. These trainings provided the framework for quality teaching and learning, leadership, and teamwork. Student progress was carefully monitored and analyzed throughout the year through ongoing data collection of common formative and summative assessments in reading and math and district benchmarks in each grade level. Analysis of the individual and class data on a regular basis helped identify areas of strength, areas needing more emphasis, and individuals needing more specific interventions. Throughout the year, students in every grade level participated in a variety of opportunities to learn about the principles of leadership. We believe that children who are allowed to be leaders learn to believe that they can be leaders and face their future more confidently. Each classroom and special area had a plan to provide specific opportunities for our children to develop their leadership skills. In addition to assuming leadership roles and fulfilling specific job tasks, our students learned about Dr. Stephen Covey’s 7 Habits of Happy Kids. They were also engaged in a variety service learning projects to learn that they can make a difference in their community. In addition, students at Woodland also learned to set goals and track and use data which is directly correlated to improving academic skills.

The combined efforts of our teachers, students, and parents resulted in recognition for our student achievement gains again this year. Woodland received an ESEA report card rating of ‘A’ and was awarded a Palmetto Gold award for general performance on PASS 2013. Additionally, MAP data (Measures of Academic Progress) also showed continued gains in the area of ELA and MATH; further affirmation of the hard work of our teachers, parents, and students. Looking forward, our challenge continues to be to more precisely identify and implement strategies to sustain our progress and meet individual needs as we move student achievement forward.

Parental and community involvement is crucial to our success. Our PTA and SIC (School Improvement Council) are involved in key ways at Woodland. Their financial support, commitment to volunteer hours, and creative problem-solving abilities, enables us to enjoy access to opportunities and resources that would not be possible otherwise.

Wanda G. Mote, Principal  
Stokes, SIC Chairman

Michael